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This manual describes a comprehensive reading program for adults and provides specific, practical help for teachers. Four stages in adult reading ability are identified: introductory; elementary; intermediate; and developmental, with various levels of each stage. Included are suggestions for procedures to determine reading levels of individual adults, teaching methods, and instructional materials (teaching machines, reading tests, and vocabulary exercises). Appendixes provide the addresses of publishers, film companies, suppliers of special reading devices, and a bibliography of books for reading teachers. (se)

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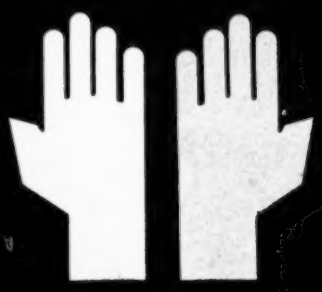

TEACHING READING TO ADULTS

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THE NATIONAL ASSOCIATION OF PUBLIC SCHOOL ADULT EDUCATORS

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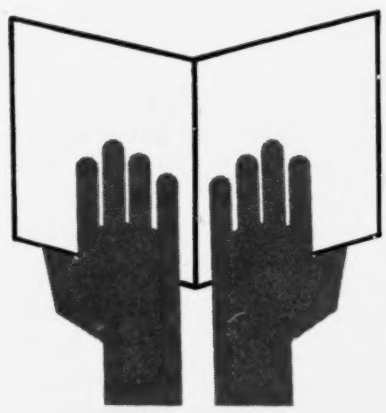

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THE NATIONAL ASSOCIATION OF PUBLIC SCHOOL ADULT EDUCATORS

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TEACHING READING TO ADULTS was written by Edwin H. and Marie P. Smith, both of the University of Miami Reading Clinic, Coral Gables, Florida. It was originally published by the Florida State Department of Education, Division of Vocational and Adult Education. NAPSAE is especially indebted to Dr. and Mrs. Smith, the authors; Coolie Verner, Florida State University, who edited the original manuscript; and S. E. Hand, supervisor, general adult education section, Florida State Department of Education.

TEACHING READING TO ADULTS was thoroughly field tested in several Florida adult schools and has been revised considerably to incorporate the results of that testing.

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FOREWORD

Americans in all walks of life are finding it increasingly difficult to do all the reading required of them in the normal course of their daily lives. New knowledge is emerging at a rate never before dreamed of, and published materials are increasing so rapidly that professional people, tradespeople, and citizens generally who seek to keep abreast of current developments are overwhelmed by the volume of reading required of them.

Few people read at the rate and on the level of comprehension of which they are capable. Yet with competent help and systematic effort, most people can improve their reading ability substantially. This is a real challenge for adult education in these times.

Effective teaching of reading to adults requires special knowledge and skills. This manual describes, in plain, easy-to-read language, what a comprehensive reading program for adults should be and provides specific, practical help for teachers. It should be of great help in revitalizing current instruction in reading for adults, as well as in developing new programs.

The National Association of Public School Adult Educators is indeed grateful to Dr. and Mrs. Smith and to the Florida State Department of Education for making it possible for us to share this important manuscript with adult educators across the nation.

Wilmer V. Bell, *President*
National Association of
Public School Adult Educators

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1 THE READING PROGRAM

Americans buy more books and newspapers than any other peoples of the world, yet a great many Americans read less than a book a year. This curious condition has come about because many Americans have difficulty in reading with ease and pleasure. Some, of course, cannot read at all. Skill in reading is perhaps the single most important intellectual skill needed by everyone today. Radio and television are effective means of spreading news quickly, but they cannot and will not replace the persistent everyday need for the ability to read with ease and understanding.

Since reading is a basic intellectual skill, it is the foundation of all education and learning and should be available to everyone. As a public responsibility, it is the task of the school to develop opportunities for people to acquire the reading skills they will need throughout life. It is particularly important, therefore, that public school adult educators develop good reading programs to meet the varying levels of need found among the adult population.

An adult reading program must accommodate a wide range of needs varying from activities for those who must learn to read for the first time to aids for those with advanced education who wish to improve their speed and understanding. Since the nature of the need for reading skill will change with job or career changes, the adult reading program must be designed to take care of many different levels of need for reading skill and ability. For convenience in helping to design an adult reading program, we have identified four stages in adult reading ability. Since we are dealing with adults rather than children, we find it better to think of the levels of reading ability as reading stages rather than grade levels, although they are somewhat comparable to the reading grade levels used in classifying children's reading ability.

READING STAGES

Reading stages include the introductory, the elementary, the intermediate, and the developmental. We will discuss each of these in some detail here, and subsequent sections in this book will give more details about the management of your reading program at each stage. Each requires different techniques and materials and involves different kinds of people.

THE INTRODUCTORY STAGE

This is the point at which the adults are learning to read for the first time. They are usually spoken of as being "functionally illiterate," and a reading program for them is referred to as "literacy education." Since it is here that the mechanics of reading are taught, with respect to learning the mechanics of reading, we might compare adults at this stage with children in the first three grades in the elementary school.

THE ELEMENTARY STAGE

At this stage, adults have mastered most of the techniques needed to pronounce written words. With these basic mechanics at hand, they now concentrate on developing vocabulary, more complex comprehension skills, simple informational skills, speed, and critical awareness. In many ways, reading skills at this stage are comparable to those reading skills acquired in the fourth, fifth, and sixth grades.

THE INTERMEDIATE STAGE

The intermediate stage of reading is that point at which an adult has mastered the fundamental skills of reading. The emphasis at this point is on critical awareness, depth of meaning, study habits, speed, and vocabulary. This is comparable to grades 7 to 9, and is the transitional period leading into mature reading ability.

THE DEVELOPMENTAL STAGE

An adult, at this stage, can read with ease and competence most of what he will be called upon to read; but he is interested in enhancing his capacity and skill for educational, occupational, or avocational reasons. At this stage, he will seek to extend his

vocabulary, refine his critical reading skills, establish mature reading habits, and increase the flexibility of his reading rate.

LEVELS OF READING

Within each of the reading stages, adults will be found to vary considerably in their ability to read with facility. This variation is referred to as the reading level. At each stage, there are four basic levels, each of which requires particular attention with respect to the selection of suitable materials and the kind of instruction that will be most helpful.[1]

THE FRUSTRATION LEVEL

On this level, an adult knows and recognizes something less than 90 percent of the running words and has extreme difficulty comprehending what he has read. As there are too many strange words or ideas in such material, he will have difficulty understanding by use of word-attack skills alone. This will make reading laborious rather than pleasant, and the adult may become so frustrated that he drops out of class.

THE INSTRUCTIONAL LEVEL

The adult at this level knows and recognizes more than 90 percent of the running words and can understand what he has read. Although he will need help with materials on this level, with instruction he can learn the new words and make progress toward higher levels of skill. This is the actual level of his true reading ability and the point at which instruction will be most useful.

THE INDEPENDENT LEVEL

At this level, the adult knows and recognizes more than 95 percent of the running words and can understand with ease what he has read. Free reading should be encouraged in materials, with the readability controlled at the proper level. He will be able to figure out those words that are new to him by using picture or context clues along with other word-attack skills.

THE CAPACITY LEVEL

This is the level at which the student can understand and remember 75 percent of the material *read to him*. This level pro-

[1] The concept of levels of reading was developed by Emmett A. Betts in the 1930's.

vides a rough estimate of his capacity and may improve with instruction.

Let's look at the meanings of these reading levels in another way. An adult may have an instructional level of 3.0. This is the level at which learning will occur most effectively. Any material graded higher than 3.0 will tend to frustrate and discourage him; but with materials graded slightly lower than 3.0, such as 2.5, he will be able to read independently with pleasure and a real sense of achievement. As the adult profits from instruction, his reading level will continue to rise.

Although learning sometimes can be achieved more effectively in group situations, it is always a problem to know how to establish such groups in the classroom. In the reading program, learning groups should be formed on the basis of reading level, so that participants will be working with similar material. Any classroom may have several groups representing several different reading levels. On other occasions, you may want to pair people with different reading levels for drill and practice.

THE READING INVENTORY

Some adults will know more about reading than they realize, but many others are far less competent than they think. One of the first things you will want to do is to determine the instructional reading level of each adult in your group. To do this, you might use these suggested procedures—

1. Select four books which have a readability range appropriate to the reading stage at varying degrees of difficulty.
2. Beginning with the first, have the adult read the first sentence on every fifth page or so. Then try the next book—and the next. From this procedure, you should be able to decide in which book he can read 90 to 95 percent of the running words.
3. Now, take the book you selected in the second step. Have the adult read several paragraphs. If he can read and understand most of what he has read, you have his instructional level. If not, you should try another book on a lower level—or you can just assume that the next lower level is his instructional level.
4. By rule of thumb, the independent level may be thought of as one grade below the instructional level and the frustration level one grade above it.
5. The capacity level can be estimated by using an intelligence test or by reading to the adult from a graded reader and then asking

questions about what has been read. It is doubtful that you will want or need to determine the capacity level unless you have real doubts about an adult's mental capacity. In that case, of course, you would use a standardized test and seek help from experts in the school system.

(See below for sample reading inventory check sheet.)

INFORMAL READING INVENTORY

Here is a sample check sheet that might be helpful in making a reading inventory for each adult in your group. You may find many ways to change it to make it more useful to you.

Name _____ Date _____
Education _____ Institution _____

Vocabulary Difficulties

Letters transposed	____	Context clue	____
Pronunciation	____	Picture clue	____
Beginnings omitted	____	Phonic difficulties	____
Endings omitted	____		_____
Reversals	____		_____
Words confused	____		_____
Sounds added	____		_____
Sounds omitted	____		_____

Comprehension Difficulties

Poor memory	____	Word reader	____
Directions	____	Punctuation	____
Detail reading	____	Directional skills	____
Summarization	____	Repetitions	____

Special Difficulties

_____

_____

_____

Reading Levels

Independent____ Instructional____ Frustration____ Capacity____

Series used _____

Materials recommended _____

_____

TESTING

It may be helpful to supplement your informal reading inventory with standardized reading tests. Such tests provide a gauge of progress as well as an insight into any special reading difficulties. There are no really good standardized reading tests suitable for use with adults on the lower reading stages; therefore, it will be necessary to use tests designed originally for children. These tests will tend to overestimate the reading ability of the adult, but this overestimate should remain constant from one test period to another.

Testing should be carried on at regular intervals. A good procedure you might follow would be to test after each 30 hours of instruction and then regroup the class as indicated by the test results.

Some adults may progress from one level to the next very quickly; others may stay at the same level for some time. Since new people may be joining the group from time to time, the intervals between tests may not always be the same for all of them. The only way to avoid the discrepancy would be to test each individual at 30-hour intervals; but this tends to overemphasize testing and consumes time that would be spent better on instruction.

RECORDS

In the adult reading program, it is particularly important to keep records so that both teachers and students can know what has been achieved and how much progress is being made.

The easiest way to keep records is by making a folder for each student when he first enrolls. Into this you can put your informal reading inventory, standardized tests, lists of materials used by the student, and other such information. This folder can accompany the student from stage to stage and from teacher to teacher; in time, it will show what he has done to achieve his goals and how we in adult education have helped him. It will also be useful for research to help us learn more about adult reading.

RECEIVING NEW ADULT STUDENTS

Since many adults are fearful of returning to school, it is very important that we make this return a very pleasant and profit-

able experience. This is the first and most important consideration in planning the reading program. The teacher, the administrator, and fellow adult students share this responsibility.

Experienced students can help immeasurably in shortening that long step back to school by making the new adult student feel at home and welcome to the school and to the classes. A friendly, helpful attitude is usually characteristic of adult students everywhere. This can do much to quiet the fears or embarrassment of the new student.

Administrators have a very important role in establishing and maintaining the kind of environment in their schools that supports the natural friendliness of adult students. An encouraging, helpful attitude on the part of all employees in the school does much to set the proper tone and create a pleasant environment. Of particular importance to the new student—illiterate or not—is the care with which the administrative organization helps him get settled quickly into his proper place. Complex and confusing registration procedures should be avoided in favor of helpful informality. The necessary and burdensome registration details can be handled better after the student is adjusted to the school environment. In this way, he will not be frightened away before he even has a chance to see for himself what the program is all about.

While the school environment and procedures determine whether the student gets to class for the first time, it will be the teacher in that class who helps influence him to stay until his objectives are achieved. Thc friendly, helpful attitude that we have already mentioned is a characteristic of the good teacher, but in the classroom it must function on a personal and individual basis. There must not be even the slightest suggestion of criticism of the adult who does not read well. His self-confidence and interest in learning must be strengthened and reinforced by the teacher's reception of him.

Certainly the first thing the teacher will want to do is to know the student as a person by talking with him individually. Talking with the class as a whole about what they will be doing will reassure the group that there is nothing to fear and no reason to believe that returning to school is anything but pleasant and profitable.

We teachers must be careful not to overload the student with books and requirements. It also means that we must make it possible for him to leave at the end of each class period with a real sense of achievement and progress toward his goals. If we do this, he will be eager to return next time and take another step in the direction that leads toward mastery of the skills of reading and writing.

A roomful of adults looking expectantly and fearfully at a teacher is an awesome sight. They wait for the key that promises to open a whole new world of experiences. You, as teacher, hold that key, and with it a great power and a greater responsibility.

Almost at once, you will face the problem of providing for the tremendous range of differences you will find among your students. Some will be eager and bright, some eager and dull. Some will be indifferent, and some will even be belligerent as they dare you to teach them anything. All of them will have widely differing motives for wanting to read as well as differing experiences and levels of ability. Your first major task will be to sort out the different levels of ability and select the appropriate materials and teaching procedures to use at each stage.

In the remaining parts of this booklet, we will suggest ways and means by which you may select the materials and techniques appropriate at each reading stage.

2 THE INTRODUCTORY STAGE

Many adults in this country have never learned to read and write with ease. These people are considered to be functionally illiterate since they cannot use the tools of written communication with enough skill to get along in the world where these tools are needed. In order to make it easier to identify functional illiterates, we usually consider anyone with less than five years of formal schooling to be in that group.

There are more people who should be classed as functional illiterates than many of us realize. In 1960, there were over 10 million American adults in this group. Although some places will have more illiterates than others, they are found in nearly every community. No state in the Union can claim that all of its adults can read.

The functional illiterate is usually found in the lower socio-economic levels and tends to be held there by the confining factor of his illiteracy. The majority of functional illiterates are unskilled laborers. A very large share of the prison population is often in this group.

Illiteracy is not necessarily a disgrace, nor does it necessarily indicate that a person is of low intelligence. Many people are illiterate because of conditions or circumstances over which they had no control: Some people missed the opportunity to attend school because there simply were no schools available to them; others came from large families and had to stop school early in order to go to work and help support the family. Then too, some were just not interested in learning because of unhappy and unfortunate experiences when they did go to school.

While being illiterate is understandable, remaining illiterate in the present day and age is not. There are many adult education

programs that provide opportunities for people to learn to read and write. Among these are special evening schools for adults and television programs designed to teach people to read at home. For the most part, the evening school is the more efficient because of the individual help it provides, and it is this form of literacy education that we shall talk about here.

After a person has lived a long time without reading, he may not feel any real need to learn, or he may be embarrassed by the idea of going back to school. This results in the double problem of first finding the illiterate and then persuading him to come back to school.

FINDING THE STUDENT

Finding the illiterate is difficult, for he is often suspicious of those who want to help him. He needs to be persuaded to try school —again, or for the first time—and be encouraged to believe in his own ability to learn to read. Here are some approaches that might help you in finding the illiterate.

1. Ask school personnel to talk with any parents they might know who are illiterate and to encourage them to come to adult classes.
2. Ask ministers to talk with their church members about encouraging anyone who cannot read and write to attend classes.
3. Ask professional workers, such as those in health and welfare agencies, to report any illiterates they might discover.
4. Ask the newspapers and the radio and television stations in your community to publicize your classes and to encourage adults to attend.
5. Ask the adult students in your school to talk with their friends who may be functionally illiterate, and to bring them to school.
6. Ask everyone in your community to help find those who are illiterate and help persuade them to join an adult class.

Remember that you are trying here to identify and recruit the nonreading adult, so do not depend on the usual form of publicity, as one director of adult education did. (He printed posters announcing his classes for illiterates and then wondered why no one came!)

TEACHING PROCEDURES

The introductory stage of reading is the point at which the basic mechanics are taught. It is here that the adult student begins

to build reading skills, the same skills a child is taught in the first three grades at school. At this stage, the adult learns directional skills, simple word-attack skills, and simple comprehension skills.

Teaching adults at this stage differs materially from teaching children at the same stage. With the child, one must often teach the sound, the concept, and the written symbol at the same time. With an adult, the principal problem is teaching him to associate the written word or symbol with the spoken word. Illiterate adults usually know the meanings of words and use them in speaking, but they have never associated the familiar spoken word with its written symbol. In many respects, this familiarity with concepts and meaning makes the task of teaching much easier.

If most of your teaching experience has been with children, you may find it difficult at first to adjust to the adult situation; but, in the end, your attitude toward the adult is the most important single factor that you need to consider.

TESTING

After you have made your informal reading inventory for the adults in this introductory stage, you may find it desirable to use some standardized tests. Here are some of the tests suitable for use at this stage:

1. Gates Reading Tests, Primary, Forms 1, 2, 3, Type PWR, Type PSR, Type PPR—Psychological Corporation
2. Gilmore Oral Reading Tests, Forms A, B—Psychological Corporation
3. Metropolitan Achievement Tests, Primary II, Forms R, S, T—Psychological Corporation
4. Stanford Achievement Tests, Primary, Forms J, K, L—Psychological Corporation.

INSTRUCTIONAL TECHNIQUES

Adult classes are usually conducted with a considerable variety of instructional techniques. With adults, a teacher becomes a helper in the learning process, as distinct from the traditional perception of the teaching role. In some phases of the learning process, the content to be learned can be handled and assimilated more efficiently through group activities; other phases will require a greater amount of work with individuals. The good

teacher varies the processes to fit the situation, the group, and the learning objectives.

There are some instructional techniques designed for the teaching of reading that are particularly appropriate at the introductory stage. These fall into two groups:

1. Those which begin by focusing attention on word elements such as letters and syllables
2. Those which begin by focusing attention on words, sentences, and stories.

There is no conclusive evidence to show that one technique is better than another in every situation, but we do know that each has its advantages under certain circumstances. With some adults, a heavy emphasis on writing and phonics may be needed; with others, a minimal training in phonics is preferred. For efficient group teaching, a general program capitalizing on the organization of the materials in use has merit. But in order to meet the needs of each adult, supplementary materials designed to remedy his speech deficiencies must be used.

There are four techniques generally recognized as appropriate to adult literacy education programs. The literacy teacher will detect them, under various names, in the literature. The important thing is that he not confine himself to any one of them. He must utilize these as tools with which to teach and not as road maps to literacy.

1. *The global or analytic technique* begins with a story or a sentence which the group learns to read at sight, then studies the sentence independently, and finally studies the words in the sentence.
2. *The synthetic technique* begins with the study and recognition of the elements of words, such as letters and syllables. After these components are mastered, the adult then learns to put them together into words.
3. *The analytic-synthetic technique* is a combination of both (1) and (2). It begins with words or sentences, but the various component elements are studied at the same time.
4. *The eclectic technique* is a combination of the other three techniques used discriminately in terms of the story to be read, the characteristics of the words to be learned, and the ability and experience of the student.

Before going into a few of the many techniques for helping adults learn to read, let us note a few basic principles which

should be followed. First, except for diagnostic purposes, have the students read silently before orally. Second, see that the students learn to set a purpose for each reading, i.e., that they clarify in their own minds what they want to get out of the selection. Third, promote readiness for reading selections by presenting new words, in context, and discussing relevant concepts prior to reading. And, fourth, offer to help the students with words they do not know, but always ask, "What part of the word is giving you trouble?"

Now let us look at some specific things you can do to help your adults learn vocabulary and develop comprehension.

VOCABULARY TECHNIQUES

To teach the reading of common words on sight—

1. Introduce new words before reading the text by listing them on the board and then putting them in sentences.

EXAMPLES:

Mr. Black	There goes Mr. Black.
Doris and Jim	Here come Doris and Jim.
Here are	Here are the Blacks.

2. Put sentences from the text on the board and read them with the class.

EXAMPLES:

Mr. Black is the father of Doris and Jim.
Mr. Black takes the children to school.

3. Have the students underline the new words in their texts as you read off the words.

EXAMPLES:

Mrs. Black drives the new car.	Miss Toby is their teacher.
The Blacks live in a small city.	Mrs. Black visits Miss Toby.
Doris and Jim like their school.	She turns at the corner.

4. Use the words in the basic text in a weekly newsletter.

EXAMPLE:

Party Night Next Wednesday. Come one, come all. Bring your wife or girl friend! The party is "on the house"! Music, dancing, cokes, and, best of all, the friends you have been in class with all year will be there. Time—8:00 p.m. Place—the cafeteria. Plan to come. Plan to have fun.

5. Provide the students with flashcards of common words and phrases. Pair students and have them flash the cards to each other for a few minutes each session.

EXAMPLES:

car	now	can	work
book	thank	chair	house
his wife	to the house		with the family
with mother	on the table		down the street

6. Have the students copy sentences containing the sight words to be mastered.

EXAMPLES:

I will go to the store.
We will go to work.
They like to read together.
They met at night school.
They are good friends.
They live down the street.

7. Have the students write words which appear similar, such as "there" and "where," alongside each other and underline the point of difference.

EXAMPLES:

what	white	farm	throw
that	write	form	threw

8. Have the students select, from among several words which appear similar, the missing word in a sentence.

EXAMPLES:

walk	work	wrote	week	Mr. Black goes to _____.
net	not	new	now	Mr. Black has a _____ car.

9. Have the student complete mutilated words.

EXAMPLES:

bunch	b_nc_	person	p_rs_n
streak	s_r_a_	school	sc_o_l

10. Have the students write the word to be learned on a magic slate and then trace over the word several times.

EXAMPLES:

drive	car
learn	slow

Directions: Write the words on the slate and trace over them four times.

11. Make up with the class some sentences using alliteration.

EXAMPLE:

Seven sisters sang simple songs.

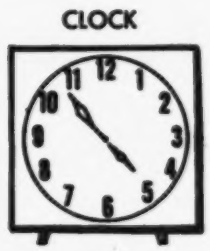
12. Have the student find the word that is like another, shortest, longest, etc., and time him.

EXAMPLES:

come	(like)	tonight	(longest)
toy	(shortest)	come	(like)

13. Label objects in the room. Put the labels at eye level. Change the objects labeled every week.

EXAMPLES:



14. Select key words and have the class as a whole make up a story using these words. Write the story on the board.

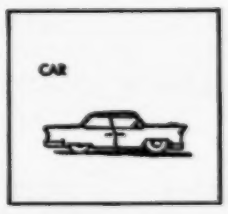
EXAMPLE:

car drive new started drove Sunday night asked

Mr. Brown has a new car. The car would not go last night. He asked his friend to push the car. The car started. Mr. Brown drove to school. But there was no school that night. It was Sunday!

15. Pass out picture-word cards for independent study.

EXAMPLES:



To develop word-attack skills—

1. Have the students underline rhyming words.

EXAMPLES:

(a)	play	stay	toy	may
(b)	star	stay	far	bar

2. Have the students underline words beginning with the same sound.

EXAMPLES:

brick	born	bring	brew
thank	think	time	throw

3. Have the students underline words ending with the same sound.

EXAMPLES:

brother	mother	other	open
say	boy	pay	stay

4. Have the students make new words by changing the beginning sound.

EXAMPLES:

night: _ight _ight _ight seat: _eat _eat _eat

5. Have the students make new words by adding *s*.

EXAMPLE:

car (s) tire (s) flower (s) run (s) friend (s)

6. Have the students make new words by adding *ing, er, ed,* etc.

EXAMPLES:

add *er*:	cold (er)	grow (er)	slow (er)
add *ing*:	cry (ing)	work (ing)	walk (ing)

7. Have the group find the little word in the larger word.

EXAMPLES:

woman	fill	north	chair
play	plate	today	meat

8. Have the students fill in the missing sound.

EXAMPLES:

b_ke	br_ke	br_nk	t_me
m_de	tr_	tr_nk	h_pe

9. Have the students mark the long sound or the short sound in words.

EXAMPLES:

răt	bĕt	hŏt	cŭt
rāte	bēak	hōtel	cūte

10. Have the students write out the contractions.

EXAMPLES:

don't—do not	doesn't—does not	aren't—are not
isn't—is not	it's—it is	I'm—I am

11. Have the students make short vowels long by adding *e*.

EXAMPLES:

hid—hid (e) pet—Pet (e) mat—mat (e) hug—hug (e)

12. Have the students draw a line between the syllables of words.

EXAMPLES:

ta/ble run/ning to/day car/pet

13. Have the students draw a line between the prefixes and roots of words.

EXAMPLES:

un/kind be/fore re/turn mis/take

14. Have the students draw a line between the suffixes and roots of words.

EXAMPLES:

work/er bad/ly plant/ed good/ness

15. Have the students guess the missing word in the sentence.

EXAMPLES:

Mrs. Brown _____ to her house.
She opened the _____ to the house.

To develop meaning vocabulary—

1. Have the students match words with similar meanings.

EXAMPLES:

wee—little big—huge

2. Have the students match words of opposite meanings.

EXAMPLES:

good—bad like—dislike east—west

3. Have the students select the right meaning for each word.

EXAMPLES:

crowd– (a) many people
(b) guards

springs– (a) shakes
(b) jumps

4. Have the students think of as many meanings as they can for a word.

EXAMPLES:

lifted—pulled up, held up, raised
perch—a fish, to sit, a resting place for birds

5. Have the students select the correct meaning for each word.

EXAMPLES:

turkey– (a) a kind of bird
(b) a kind of dog

roar– (a) sound made by a lion
(b) a color

6. Have the students pick out sentences where the word has been used incorrectly.

EXAMPLES:

We same to like the color. (wrong)
We seem to like the color. (right)

7. Have the students use homonyms in sentences.

EXAMPLES:

The two Browns go to school, too.
The dear boy was killed by a deer.

8. Have the students change prefixes to make new words.

EXAMPLES:

mistake—retake untie—retie inside—outside

9. Have the students guess the meaning of words from context.

EXAMPLES:

The dog howled to tell us he was hungry.
howled—noise a dog makes

10. Have the students substitute key words to change the meaning of a sentence.

EXAMPLES:

Mr. White is taller than his brother.
Mr. White is shorter than his brother.

He turned left at the corner.
He turned right at the corner.

Mr. Jones lives on the second floor.
Mr. Jones lives on the third floor.

COMPREHENSION TECHNIQUES

To teach organization of ideas—

1. Have the students underline the words that tell who, what, when, where, why, how.
2. Have the students organize the sentences in the correct order.
3. Have the students organize the paragraphs so that they tell a coherent story.
4. Have the students tell what happened first, second, etc., in the story.
5. Have the students find all the characters, etc., mentioned in the story.

To teach selection of the main idea—

1. Have the students select the best title for the story.
2. Have the students make up a title for the story.
3. Have the students underline the most important sentence or paragraph in the story.
4. Have the students write a summary of the story.
5. Have the students write the name of the person or event the paragraph describes.

To teach selection of important details—

1. Have the students underline words or sentences in the story that answer questions.
2. Have the students underline the spoken words in the sentence that answer the questions of detail.
3. Have the students fill in the missing details in an account of the story.
4. Have the students answer "who, what, where, when, why, how" questions on the material read.
5. Have the students pick out the three most important details in a story.

To teach the reading of directions—

1. Have the students underline the most important words in the directions.

2. Have the students do what the directions tell them to do.
3. Have the students paraphrase the directions.
4. Have the students write the directions on how to do something.

To teach inference of meanings—

1. Have the students complete a story.
2. Have the students draw conclusions from information given.
3. Have the students answer the question, "What do you think happened next?"
4. Have the students explain what the sentence really means.

To teach simple study skills—

1. Have the students find the pages on which a story begins and ends.
2. Have the students alphabetize words.
3. Have the students answer questions about the table of contents.

READING MATERIALS

It is often quite difficult to find reading materials suited to adults at this introductory stage. There is, of course, a wealth of materials for children, but these are usually pitched to a very low experience and interest level. Materials used with adults should not be childish in content.

INSTRUCTIONAL MATERIALS

You will usually be able to get suitable materials at various readability levels, although perhaps with some difficulty. Here is a list of some suggested titles:

Instructional materials for level 1.0 to 2.0

My Country	Steck
Veteran's Reader	Steck
I Want To Read and Write	Steck
Men in the Armed Forces	GPO [1]
Servicemen Learn To Read	GPO

Supplementary materials for level 1.0 to 2.0

Rights of the People I	GPO
Laws for the Nation I	GPO
On the Way to Democracy I	GPO
The Gardeners Become Citizens I	GPO

[1] Government Printing Office.

The Day Family I	GPO
From Words to Stories	Noble and Noble
How We Live	Noble and Noble
A Day with the Brown Family	Croft
Making a Good Living	Croft
Learning the English Language	Houghton Mifflin
Picture Word Cards	Garrard
Basic Sight Vocabulary Cards	Garrard
Phono-Word Wheels, A	Steck
Remedial Reading Drills	Wahr

Instructional materials for level 2.0 to 3.0

Men in the Armed Forces, Parts I & II	GPO
Servicemen Learn To Read	GPO

Supplementary materials for level 2.0 to 3.0

The Browns at School	Croft
The Browns and Their Neighbors	Croft
Rights of the People II	GPO
Laws for the Nation II	GPO
On the Way to Democracy II	GPO
The Gardeners Become Citizens II	GPO
The Business of Our Government I	GPO
Our Constitution Lives and Grows I	GPO
The Day Family II	GPO
Learning the English Language II	GPO
Phono-Word Wheels I	Steck
Remedial Reading Drills	Wahr

Instructional materials for level 3.0 to 4.0

First Patrol and Other Stories	Reader's Digest
Reading Skill Builder, Level 3, Parts I & II	Reader's Digest

Supplementary materials for level 3.0 to 4.0

The Business of Our Government II	GPO
Our Constitution Lives and Grows II	GPO
Laws for the Nation III	GPO
On the Way to Democracy III	GPO
Rights of the People III	GPO
Learning the English Language III	Houghton Mifflin
My Weekly Reader, Grade 3	American Education Publications
Phono-Word Wheels II	Steck
Phono-Word Wheels III	Steck

BOOKS FOR INDEPENDENT READING

The problem of providing independent reading materials for students in the introductory stage of reading is a serious one.

By definition, the reader at the 1.0 to 2.0 level has no true independent level.

The list that follows includes some books found acceptable to adults. The readability level listed has been checked against both readers and readability formulas.

Book	*Level*	*Publisher*
Alligators and Crocodiles	2	Morrow
The Sword and the Tree	2	Crowell
Spiders	2	Crowell
Squanto and the Pilgrims	2	Wheeler
Friday—the Arrapaho Indian	2	Wheeler
Greek Stories	2	Garrard
Far East Stories	2	Garrard
Why Stories	2	Garrard
Elephant Stories	2	Garrard
Journey to India	2	Longmans, Green
Caribbean Reader I	2	Ginn
African Life Reader I	2	Ginn
Caribbean Reader II	3	Ginn
African Life Reader II	3	Ginn
Time To Laugh	3	Knopf
Chief Black Hawk	3	Wheeler
Pilot Jack Knight	3	Wheeler
Pete the Parakeet	3	Holiday
The Trojan War	3	Webster
Robin Hood Stories	3	Webster

READABILITY

Determining the suitability of available reading materials is a matter of some concern, as you cannot always depend upon what the publisher tells you about his own materials. It is wise to make your own evaluation of each book you plan to use. The following procedure will help you rate reading materials for yourself:

As you examine each book, allow a number of points within the upper and lower limits given. For example, on the form below, 3 points would be given for the first item if 18- or 24-point type is used; 2 points would be given if 12-point type is used; and no points given if 8-point type is used. Put the number of points allotted to each item in the space provided and then total the points for all of the items.

Now go to the key for grading. It is important to remember that objective criteria like these may obscure the specific strength of a

book, and that these forms are intended only to supplement your own experience.

Form I—Introductory Stage

1.	18-point type or larger	1-3 ____
2.	Author's background	1-2 ____
3.	Inconspicuous binding	1-2 ____
4.	Adult illustrations	1-2 ____
5.	Controlled vocabulary	1-4 ____
6.	Controlled sentence length	1-3 ____
7.	Related units	1-2 ____
8.	Phonic program	1-3 ____
9.	100 pages or more per grade	1-4 ____
10.	Adult interest level	1-3 ____
11.	Recency of publication	1-2 ____
12.	Written exercises	1-2 ____
13.	Vocabulary load (new) under 10 percent per lesson	1-4 ____
14.	Provision for drill	1-2 ____
15.	Comprehension exercises	1-2 ____

Rating: 32-40, Excellent 27-31, Good 21-26, Fair

You will find a similar form for each stage of the reading program in the appropriate chapter.

PREPARING MATERIALS

Perhaps, as is most likely in the introductory stage, no materials available to you are really suited to the needs of adults in your reading program. If so, you may want to prepare your own materials, as some adult teachers do. Here are some clues to help you get started—

1. *Examine your purpose.* If your purpose is to devise a basic text, you will want to provide exercises in word-attack and comprehension skills. If your purpose is to develop supplementary reading exercises, you will want to emphasize the skills taught in the basic text you are using.
2. *Keep in mind the purposes of the reader for whom you are preparing the materials.* Generally, the adult at the introductory level is more interested in the concrete and practical than in the theoretical.

3. *Build on the interests of your students.* They need to be able to read signs, to read and write letters, to learn a specialized vocational vocabulary, and to understand the basic facts of government.

4. *Try to relate your topics to the student's socioeconomic group.* Do not preach, prepare moral tracts, or stress middle-class values.

5. *Maintain an informal style.* The use of personal pronouns and conversational style will help. A simple, logical, or chronological pattern of writing may prove best.

6. *Use a word list such as the "Lorge-Thorndike First One Thousand Words."* This can be found in *The Teachers Workbook of 30,000 Words.* After writing your first draft, go through your material and attempt to substitute words from this list for words you have used when necessary.

7. *Now go through your material again and cut your sentence length.* Sentence length should vary, but an average of seven or eight words is desirable. Remove superfluous clauses, adjectives, and prepositional phrases.

8. *Keep your paragraphs short—usually five or six sentences.* They should vary in length, but avoid concentration of ideas.

9. *Check your material for difficulty.* A readability formula will help. If the readability level is higher than desired, substitute words and reduce the sentence length further.

10. *Test the material on a sample of adults.* To do this, delete every tenth word and see if the students can supply the missing words.

11. *Use good paper and proper type.* At the introductory level, particularly for grades 1.0 to 2.0, the type should be 18-point. If you mimeograph, be sure to use the largest size of typewriter type you can find, double space your material, and see that each page prints clearly.

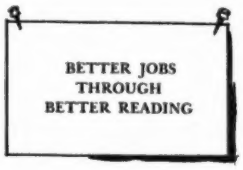
3 THE ELEMENTARY STAGE

Many adults have reading skills that put them just at or slightly above the dividing line between literacy and illiteracy, but they still lack sufficient skill to use reading with ease and enjoyment. At this stage, the adult has mastered most of the techniques needed to pronounce written words and to read for meaning. He needs now to develop vocabulary, more complex comprehension skills, and simple informational skills, and to improve his reading speed and acquire simple critical reading skills. These are somewhat comparable to the skills taught in the fourth, fifth, and sixth grades.

Since this is the twilight zone of efficient use of reading, adults at this reading stage may be found in all segments of society, but tend to be concentrated among the lower socioeconomic levels. An adult's position within his social group will be somewhat above the true illiterate, and his reading skill may be such as to mislead him into thinking he needs no greater skill; any suggestion of returning to school may be a threat to his self-image and prestige. Because of this, it will be difficult to make contact and even harder to persuade him to participate in the reading program. He must perceive an immediate, practical gain from a reading class.

Thus, appeals should be vocationally rather than culturally oriented. The following techniques used to attract this group have proven most successful.

1. Place posters of easy readability and high eye appeal in public places. Use the theme, "Vocational Advancement Through Better Reading."



2. Ask radio and television stations to announce special courses for those who have left school early.
3. Design cartoons of easy readability for company house organs.
4. Enlist the cooperation of veterans and rehabilitation counselors.
5. Ask employment agencies, state and private, to refer their semi-literate applicants to the adult education center.
6. Ask employers for the reading requirements for various jobs and publicize them.

By using all available resources in the community to publicize the adult program, it is possible to make contact with this group of adults and to persuade them to seek further learning, not only in reading but in other areas of need.

TEACHING PROCEDURES

There is little fundamental difference between the introductory and the elementary stages with respect to teaching procedures. Because of the different reading levels within each stage, it is necessary to continue to group students and select materials in terms of those levels. Perhaps more time and encouragement can be devoted to independent reading at this stage, but the importance of individual and group instruction must not be ignored.

TESTING

The standardized reading tests that are available and appropriate for this stage will give a more accurate appraisal of adult reading ability than those for the earlier stage. An item analysis of the test will point out specific weaknesses of each student, so that instruction can be tailored for individual needs.

For the most part, the following standardized tests will be useful in supplementing the teacher's judgment on the reading inventory:

1. California Reading Test, Elementary, Forms W, M, Y, Z—California Test Bureau
2. Gates Reading Survey, Forms 1, 2, 3—Psychological Corporation
3. Gilmore Oral Reading Test, Forms A, B—Psychological Corporation
4. Iowa Silent Reading Test, Elementary, Forms Am, Bm, Cm, Dm—Psychological Corporation

5. Stanford Reading Test, Elementary, Forms J, K, L—Psychological Corporation.

INSTRUCTIONAL TECHNIQUES

There are many useful techniques for teaching adults to read—so many, in fact, that we suggest but a few here. Since the level of reading skill is higher at this stage than in the introductory stage, various adult education techniques are used to lend variety and stimulate interest in your group. Talking about the material read by the group will help develop greater comprehension and encourage more care in reading. Reports by group members of their own independent reading will add variety and stimulate interest in supplemental reading.

The reading skills to be emphasized at this stage again involve vocabulary and comprehension.

VOCABULARY TECHNIQUES

To teach use of the dictionary—

1. Have the students alphabetize lists of words.

EXAMPLES:

__return	__manner	__sitter
1 basket	3 enter	__window
2 catcher	4 joyous	__unit

2. Have the students use the pronunciation key to sound out nonsense words.

EXAMPLES: (Note: See dictionary for key.)

măcbar	ūnō	rēstan
ăctan	ăshwāy	brētun

3. Have the students list words that would be placed between certain guide words.

EXAMPLES:

forsworn-forum	forward-foul	found-fourteenth
__four	__fossil	__fortify
__fought	__fortitude	__fortune

4. Have the students list several definitions for the same word.

EXAMPLES:

lay: to deposit; to place; nonprofessional; a short poem
light: brightness; not heavy; to land

5. Have the students find the number of syllables in words.

EXAMPLES:

3 elephant	2 return	2 over
action	value	simple

To teach use of affixes and roots–

1. Have the students underline the root words and change the prefix to form a new word.

EXAMPLES:

reserve	disuse
(con)serve	(mis)use
(pre)serve	(re)use

2. Have the students guess the meanings of words containing familiar roots and then look them up in the dictionary.

EXAMPLES:

conductive	creditable
contemporary	advent

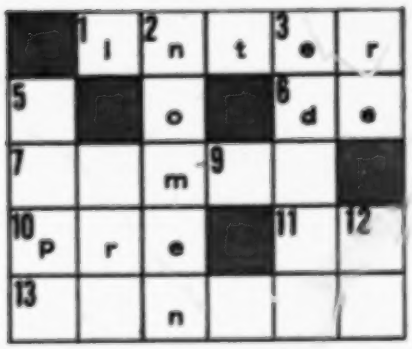
3. Give the students a list of common prefixes and roots; then, help them form words.

EXAMPLES:

bi - annus: biannual	trans - mit: transmit
hypo - derm: hypodermic	re - vertere: revert

4. Make up brief crossword puzzles based upon simple prefixes and roots.

EXAMPLE:



ACROSS (Prefixes)
1. between
6. down
10. before

DOWN (Roots)
2. name

5. Have the students change suffixes to form new words.

EXAMPLES:

taller	action	durable
tallest	actor	duration

To teach use of synonyms, antonyms, and homonyms–

1. Have the students replace the underlined word with a synonym.

EXAMPLES:

prevent - hinder	last - final
hold - contain	main - chief

2. Have the students list as many synonyms as they can for a given word.

EXAMPLES:

clean: launder, wash, pure
force: power, drive, compel

3. Have the students change the meaning of a sentence by using antonyms.

EXAMPLES:

The teacher forbids us to use ink in this book.

The teacher asks us to use ink in this book.

4. Have the students find the differences in meaning of synonyms.

EXAMPLES:

follow - come after	succeed - take the place of
ensue - come from	result - effect, conclusion

5. Have the students use homonyms in sentences and note the changes in meaning.

EXAMPLES:

The boat was lost from (sight, site, cite).
Did you (write, right) the letter?

COMPREHENSION TECHNIQUES

To teach organization of ideas–

1. Have the students fill in a simple outline.
2. Have the students outline paragraphs and stories.
3. Have the students classify book titles as fiction or nonfiction.
4. Have the students find analogies in paragraphs and stories.

5. Have the students find the subject of the story and then tell what the author says about the subject.
6. Have the students relate events in a story in chronological order.
7. Have the students match text paragraphs to heads and subheads.
8. Have the students classify the information in the chapter.

To teach critical reading—

1. Have the students find what the author wants them to believe.
2. Have the students note when the book was written.
3. Have the students read two accounts of the same event and discuss differences between them.
4. Have the students identify the author and what he has done.
5. Have the students find the copyright date and the publication date of a publication.

To teach techniques of reading maps and graphs—

1. Have the students find their state, county, city, etc., on a map.
2. Have the students trace a route on a road map.
3. Have the students answer questions about various graphs.
4. Have the students make some graphs, using information about the class.
5. Have the students graph information given in a paragraph.

To increase reading speed—

1. Have the students keep a record of their speed on timed materials.
2. Give the students simple questions and ask them to find and underline the answers while timed.
3. Give the students a file card and have them move it down the page as they read.
4. Have the students read questions about a story first, then read the article and answer the questions.

To teach simple study skills—

1. Have the students use the index to find answers to questions.
2. Have the students select the sources they would go to for information on _____.
3. Have the student write some brief book reviews.
4. Have the students use the library card catalog to find sources of information on _____.

READING MATERIALS

INSTRUCTIONAL MATERIALS

Few instructional materials have been developed specifically for adults at the elementary stage. Those available, however, are excellent. Then too, some materials designed for children are nearly neutral in content and illustrations and can be used without embarrassment to the adult. Graded readers designed for children should be avoided. The following are some of the acceptable materials:

Instructional materials for level 4.0 to 5.0

Stories for Today	GPO
Reading Skill Building, Grade 4, Parts I & II	Reader's Digest
New Journeys in Reading	Steck

Supplementary materials for level 4.0 to 5.0

Standard Test Lessons in Reading, Book A	Teachers College
The Business of Our Government III	GPO
Practice Exercises in Reading IV, A, B, C, D	Teachers College
Thorndike-Century Junior Dictionary	Scott, Foresman
My Weekly Reader, Grade 4	American Education Press

Instructional materials for level 5.0 to 6.0

Stories Worth Knowing	GPO
I Want To Read Better	Steck
New Avenues in Reading	Steck
Reading Skill Builder, Grade 5, Parts I & II	Reader's Digest

Supplementary materials for level 5.0 to 6.0

Practice Exercises in Reading V, A, B, C, D	Teachers College
Standard Test Lessons in Reading, Book B	Teachers College
Thorndike-Century Junior Dictionary	Scott, Foresman
My Weekly Reader, Grade 5	American Education Publications

Instructional materials for level 6.0 to 7.0

New Flights in Reading	GPO
New Adventures in Reading	Steck

Supplementary materials for level 6.0 to 7.0

Practice Exercises in Reading IV, Types A, B, C, D	Teachers College
Standard Test Lessons in Reading, Book C	Teachers College
My Weekly Reader, Grade 6	American Education Publications

INDEPENDENT READING

At the elementary stage, the adult develops pride in his growing reading skill and begins to seek out material to read other than that provided in class. Usually it is helpful, at this point, to encourage the use of the adult school library. Some places follow the practice of maintaining in the classroom a graded collection of books; others prefer to encourage the adults to use the adult library. The latter practice is the best, of course, because it introduces the adult to a wealth of reading materials. In such cases, however, books for adults at this reading stage should be segregated and shelved in terms of reading difficulty rather than interspersed among other books, as is the usual library procedure. It is also helpful to code each book in terms of its readability level, so that both library personnel and the adult reader can easily identify the book suitable for the adult's reading level. By making readable books readily available, we can encourage the development of the reading habit.

Fortunately, the number of books suited to the elementary stage is sufficient to encourage recreational reading. As the adult's reading level increases, the availability of suitable material increases even faster.

Books selected for independent reading should be at least one step below the appropriate instructional level of the student. Thus, if the adult is at grade 5 level, his independent reading would be selected from books on the grade 4 level. Here are some titles suitable for independent reading:

Books with a readability level of grade 4.0

How You Can Get a Better Job	American Technical
Baseball's Hall of Fame	Barnes
Davy Crockett: Frontier Hero	Coward-McCann
Road Race	Crowell
Step to the Music	Crowell
Mighty Men of Baseball	Dutton
How To Get the Job You Want	Essential Books
Andrew Jackson: Frontier Statesman	Follett
Neighbors to the South	Harcourt, Brace
Joel: A Novel of Young America	Harper
Those Happy Golden Years	Harper
Six Ways To Get a Job	Harper
How You Can Get a Job	Harper
Mister Stormalong	Houghton Mifflin
Joe-Pole: New American	Houghton Mifflin

Jane	Houghton Mifflin
The Story of Nursing	Little, Brown
Pacific Islands Speaking	Macmillan
Double Play Rookie	Macrae Smith
Ride with the Sun	McGraw-Hill
The Juggler of Notre Dame	McGraw-Hill
Money Pitcher	David McKay
Things Around the House	Morrow
Candle in the Night	Morrow
Daniel Boone	Random House
Teddy Roosevelt and the Rough Riders	Random House
Famous Scientific Expeditions	Random House
War Chief of the Seminoles	Random House
Up the Trail from Texas	Random House
The Witchcraft of Salem Village	Random House
The F.B.I.	Random House
All About Whales	Random House
All About Birds	Random House
All About Radio and Television	Random House

Books with a readability level of grade 5.0

First Ladies	Crowell
The Atomic Submarine	Crowell
Birds and Planes: How They Fly	Crowell
Experiments with Atomics	Crowell
Experiments with Electricity	Crowell
Engines	Golden
Space Flight	Golden
Miracle in Motion: The Story of American Industry	Harper
Mahatma Gandhi	Holt
Troopers All	Lippincott
Hostess in the Sky	Little, Brown
Their Search for God	Lothrop
Fullback Fury	Macrae Smith
Bob White: Bonus Player	David McKay
The Buffalo Trace	Dodd, Mead
Leonardo da Vinci	Oxford
Michelangelo	Oxford
Job Guide: A Handbook of Official Information About Employment Opportunities in Leading Industries	Public Affairs
The Story of the U.S. Marines	Random House

READABILITY

The readability of materials must be checked very carefully in order to avoid the use of books that will frustrate the adult reader. Here is a readability evaluation form that you can apply

to materials for the elementary stage. Its use is similar to that described for the form suggested in the preceding chapter.

Form II—Elementary Stage

1. Author's background	1-2 ____
2. Inconspicuous binding	1-2 ____
3. Adult illustrations	1-2 ____
4. Controlled vocabulary	1-5 ____
5. Sentence length controlled	1-3 ____
6. 200 pages or more per grade	1-3 ____
7. Speed reading exercises	1-2 ____
8. Vocabulary load (new) under 10 percent	1-5 ____
9. Comprehension exercises	1-3 ____
10. Map and graph reading	1-2 ____
11. Dictionary exercises	1-2 ____
12. Patterns of organization taught	1-2 ____
13. Critical reading exercises	1-2 ____
14. Synonyms, antonyms, homonyms taught	1-2 ____
15. Adult interest level	1-3 ____

Rating: 34-40, Excellent 26-33, Good 19-25, Fair

4 THE INTERMEDIATE STAGE

The adult reader at this stage is beginning to reach a point in reading skill that makes it a useful tool in his occupational and recreational pursuits. It is at this point that reading growth has stopped for many adults; something over 20 percent of the adult population falls in this group. An adult whose reading skill is developed only to this level is not really equipped to meet the demands for reading required for the technical occupations in an industrial society. Education in reading at this level, therefore, is an essential part of the adult education program.

At this stage in the reading program, fewer new skills are introduced, and differences in reading ability among adults are not significant. The instructional program concentrates on refining and extending skills learned earlier, with emphasis on critical reading, depth of meaning, study-type reading, speed, and vocabulary extension. This stage is somewhat comparable to grade levels 7 to 9.

TEACHING PROCEDURES

Since the intermediate stage is concerned with extending and refining the skills learned previously, the teaching techniques discussed in earlier sections are appropriate here when adapted to the reading maturity of the intermediate group. Because the differences among adults at this stage are not great, it is possible to work with the entire class as a group to a greater extent than in any of the earlier stages. Groups can be formed for vocabulary study, library work, review, projects, and similar activities.

There are three general plans of organization that can be used. The first, and most common, procedure is to use one or two textbooks for the entire class and an individual vocabulary work-

book for each student. The second plan is to form learning teams, in which groups of students on the same reading level are given assignments under the supervision of the teacher. Upon completion of a series of these assignments, the students should be ready to progress to the next stage of reading instruction. This learning team organization encourages group problem solving. In the third plan, individual contracts or work assignments are given. After successful completion of each one, the student is given another, until he finishes the intermediate stage.

The second and third plans have certain advantages over the first: Faster progress by some students is possible, since each student works at his own pace, and greater flexibility is permitted in adding new students to the class at irregular intervals. Neither plan precludes some work being done with the class as a unit, but certain disadavantages should be pointed out. Competition, rather than a group feeling, may be introduced when these plans are used. This may result in embarrassment to the slower members of the class, for the adult student is highly susceptible to discouragement when forced to compete with his peers.

The teacher will find that the second and third plans are harder to manage, require much more record work, and demand a high degree of competence and experience. If they are used, the teacher should have the assignments and contracts planned before the class begins.

We recommend the use of the first plan: that is, the same textbooks for all, supplemented by independent or instructional materials to meet special needs. Modifications of the other plans might be used effectively along with this.

At this stage, a small classroom library of texts and supplementary materials is all that is needed if other library facilities are available. Ideally, the class should spend part of one session each week in the library. If this is not possible, a library corner should be developed, with books from the central library made available for project work, teaching study skills, and recreational reading.

TESTING AT THE INTERMEDIATE STAGE

Considerable reliance may be placed upon the standardized test scores at the intermediate stage, but they must be interpreted with caution. Tests are not as accurate as we like to believe. Chance is a factor in the score, and most reading tests at this

stage can miss the individual student by as much as one-half to a full grade. Thus, the score may place the student a half-year above or below his true reading ability. If the test score places him too high or too low on the first test, his progress test will not give a true picture of his reading gain. If you have reason to doubt the test score, it is wise to retest.

Since more emphasis is placed on rate of reading at this stage than previously, a speed test should be included in the testing program. Speed testing should take place at 30-hour intervals. Among standardized reading tests are the following:

1. California Reading Test, Intermediate, Forms W, X, Y, Z—California Test Bureau
2. Gates Reading Survey, Forms 1, 2, 3—Psychological Corporation
3. Iowa Silent Reading Test, Elementary, Forms Am, Bm, Cm, Dm—Psychological Corporation
4. S.R.A. Reading Record—Science Research Associates
5. Van Wagenen Rate of Reading Test, Forms 1, 2, 3—Van Wagenen Psycho-Educational Research Laboratories.

INSTRUCTIONAL TECHNIQUES

Many of the techniques discussed for other stages are still useful here. These earlier techniques are supplemented by the following additional techniques.

VOCABULARY TECHNIQUES

To develop the habit of learning new words—

1. Have the students keep a vocabulary notebook of new words found in their reading. Have them define each word and use it in a sentence.

   EXAMPLE:

   pellet: little ball of rounded mass, as of clay, paper, etc.
   The doctor gave him a pellet of medicine to swallow.

2. Have the students bring in lists of technical vocabulary used in their work. Discuss the words with the class.

   EXAMPLES:

   dynamo: a device for converting mechanical energy into electrical energy

   consignment: a shipment of goods sent to an agent for sale or safekeeping

3. Select five words each day from the newspaper, advertisements, etc.; write them on the board and discuss their specific usage with the class.

EXAMPLES:

zeal: enthusiasm; devotion to a cause (The American zeal for reading is keeping book publishers busy.)

reflect: to mirror or reproduce (Embassies reflect another America.)

4. Have the students underline unfamiliar words in their texts; after reading the selection, they should look up the meanings of new words and write the definitions in the margin.

EXAMPLES:

It is in vain, sir, to extenuate the matter.

(extenuate: to weaken or diminish, to make less severe)

They tell us that we are unable to cope with so formidable an adversary.

(formidable: causing dread, fear, or awe)

To increase the supply of root words—

1. Have the students make a list of words from common roots and use the dictionary to extend the list.

EXAMPLES:

manus - hand: manuscript, manual, manufacture
tenere - to hold: tenement, tenet, tenant, tenable

2. Have the students find the roots of words and guess the meaning of the words. Then have them look up the exact meaning of the words.

EXAMPLES:

credulous: to believe - tending to believe too readily

amiable: to be friendly - to love

3. Have the students keep a list of common roots and add a few new roots to the list each session.

4. Have the students make a collection of common foreign words and look up their roots and meaning.

EXAMPLES:

siesta - sixth hour, noon, the hottest part of the day; a nap or rest taken at that time

résumé - a summary; a summing up

To develop specialized vocabularies–

1. Have the students match words with jobs, subjects, etc.

   EXAMPLES:

   lubrication – auto repair
   tangent – geometry
   metaphor – literature
   lathe – machinist
   pinion – mechanic
   satellite – space travel

2. Have the students identify idioms.

   EXAMPLES:

   on the run cat nap look up wait on

3. Have the students use a list of specialized words in a paragraph.

   EXAMPLES:

   liability
   debt
   asset
   agreement
   cosign
   contract

4. Have the students classify words according to areas such as mathematfcs, social sciences, etc.

   EXAMPLES:

   mathematics: angle, tangent, secant, triangle
   social studies: civil, plebiscite, primary, electorate

COMPREHENSION TECHNIQUES

To teach students to follow organization of written material–

1. Have the students write paragraphs organized chronologically. Have the students discuss the events recounted in the sequence.

   EXAMPLE:

   The first step in reading improvement is to find the level of the reader. One way to do this is by testing. Once the reader's level has been found, instruction can be started in books that he can read with ease. He should then be moved into more difficult materials, step by step. This procedure may be continued until his reading has improved to an adult level.

2. Have the students write paragraphs in which conclusions are stated and proof offered to support them. Have the students distinguish between conclusion and proof.

   EXAMPLE:

   A person's vocabulary level is closely related to his success in his occupation. Research has shown that top executives tend to have superior vocabularies; those in less important jobs have a smaller

vocabulary. This may indicate that improving one's vocabulary is one way of achieving success in a job.

3. Have the students write paragraphs in the form of question and answer. Have them state or imply a question and then answer it.

EXAMPLE:

Question Stated

How rapidly should the average adult read? Pat answers, such as 350 or 500 words per minute, do not consider all the factors involved. A mature reader has various rates, depending on his purpose and the difficulty of the material he is reading. Another factor is his previous knowledge of the subject. Rate of reading, then, will fluctuate depending on reader purpose, difficulty of material, and background of the reader.

Question Implied

One of the criteria of mature reading that we are seeking to define is the ability to evaluate what the author would have you believe. Biased selectivity of information will result in only one side of a question being presented. The reader, then, must be alert to whether the author has cited only positive instances and refrained from including those which would detract from his thesis. This ability is one of the marks of a critical reader.

4. Have the students write paragraphs organized in terms of opinion and reason. Have them state an opinion and give their reasons for it.

EXAMPLE:

A rapid reader is not always a mature reader. There are times when reading too fast prevents the reader from understanding fully all of the implications the author intends. Then, also, the too-fast reader tends to overlook important details.

5. Have the students label paragraphs in terms of the writer's approach.

6. Have the students answer these questions:
   What is the author talking about?
   What does he say about it?

EXAMPLES: (See example paragraph in Item 2.)

What is the author talking about?
He is talking about the relationship between vocabulary level and occupational success.

What does he say about it?
He says that vocabulary level and occupational success are highly related. He suggests that improving one's vocabulary may result in occupational advancement.

To develop critical reading ability—

1. Have the students cross out the emotional words in an article and reread it.

   EXAMPLE:

   The man I am recommending for this office is indeed a worthy candidate. His fine record shows him to be a warmhearted patriot and a zealous fighter for foreign ideas. He stands for home, country, and peace, and for true American ideals.

   (The adjectives and some of the nouns in this paragraph are particularly emotionally tinged. By crossing out all adjectives, we can reduce the paragraph to its essentials and see that there is little real content here. This, of course, is an exaggerated example. By eliminating emotional words from informational material, however, the student can learn to look for content and resist being swayed by propaganda techniques.)

2. Have the students discuss whether the author is unbiased or is trying to sell them something.

3. Have the students find examples of the following propaganda techniques and label the paragraphs according to which is used: bandwagon, loading the dice, glad words, bad words, glittering generalities, plain folks, and transfer.

4. Have the students read "loaded" articles while keeping in mind the words "specify" (Where is your evidence?) and "so what?" (How does this affect the subject being discussed?)

To increase reading speed—

1. Have the students underline names, numbers, etc., in their texts as you read them rapidly.

2. Use *Standard Test Lessons in Reading* (McCall-Crabbe) according to the directions.

3. Have the students keep a record of speed on different types of materials and strive to increase this speed at regular test intervals.

4. Underline the key words in paragraphs and have the students rush through the paragraphs reading only the underlined words. Do the same with key sentences in articles.

   EXAMPLE:

   Research tends to show that although crash programs in speeding result in significant increases in rate, these gains are not always held once the program is discontinued. One reason for this may be that the student reverts to his previous reading habits when supervision is removed. Emphasis might be placed on encouraging student work outside the classroom to overcome this.

5. Have the students delete all but the key words in paragraphs. Do the same with key sentences in articles.

To extend study skills—

1. Have the students look up information in simple encyclopedias and almanacs.
2. Have the students prepare an outline, using the headings and subheadings in their textbooks.
3. Have the students find books in the library's card catalog that are concerned with their vocations.
4. Show the students how to organize answers to essay examination questions.
5. Have the students underline key words in essay examination questions and in objective examination questions.

READING MATERIALS

INSTRUCTIONAL MATERIALS

Few good instructional materials have been devised specifically for adults at this stage, but this does not mean that good textbooks are not available. Many materials designed for use with children in grades 7 to 9 are acceptable to adults. The list that follows is selective and probably reflects some personal bias of the authors. Books recommended as basic texts are marked with asterisks.

*Advanced Reading Skill Builder, Books I & II	Reader's Digest
*Be a Better Reader, Books I & II	Prentice-Hall
*Better Reading	Globe
Develop Your Reading: Read and Comprehend	Heath
*Effective Reading	Globe
*Flying the Printways	Heath
Let's Read, New Series, Book II	Holt
How To Improve Your Reading	Science Research
*Mastery in Reading (follows Progress in Reading)	Steck
Modern Reading, Book I	Merrill
*Progress in Reading	Steck
Reading Improvements Series, Books R & S	Van Wagenen
S.R.A. Better Reading, Book I	Science Research
S.R.A. Reading Laboratory IVa	Science Research
*Standard Test Lessons in Reading, Book D	Teachers College
Words Are Important, Junior and Introductory Books	Hammond

INDEPENDENT READING

Independent reading at the intermediate stage requires less direction from the teacher than was needed at the elementary stage. Although most magazines and adult fiction are above this stage, there are many commercial materials available. You may find a heavy concentration of comic books and pulp magazines being read. Do not discourage this—some of your students will never go beyond this stage of reading. Others, as their reading ability increases, will develop new interests and move on to better literature.

The teacher's role here is to encourage all types of reading and to broaden the reading interests of the adult. Encourage the group to read a newspaper daily and the *Reader's Digest*. Allow time for discussion and reports of books read as this will often stimulate the other members of the class to read more. Anything the adult reads is acceptable, but try to introduce him to new and better materials.

1. The Globe Book Company offers more than 20 adapted classics such as *A Tale of Two Cities*. These are well done and will prove acceptable to your group.
2. Scott, Foresman and Company offers *Lorna Doone, Six Great Stories, Moby Dick,* and other simplified classics. These adaptations are excellent.
3. Benjamin H. Sanborn and Company (taken over by the L. S. Singer Company, Inc.) offers a Famous Story Series that includes adapted classics.
4. The Webster Publishing Company offers some adapted classics that are acceptable to adults.

READABILITY

Since the range of potential material is so great, you may find that it is particularly useful for you to check the readability of materials selected at this stage. A form to be used in the same manner as those provided for the earlier stages is on page 50.

INSTRUCTIONAL FILMS

It may be desirable to add variety to your activities by occasional use of films to stimulate interest. There is a wide variety of content films that you might use to supplement or extend the content of the material being read by the group. There are, how-

Form III—Intermediate Stage

1. Author's background	1-2 ____
2. Adult interest level	1-3 ____
3. Controlled vocabulary	1-2 ____
4. Sentence length controlled	1-2 ____
5. Pages per grade over 250	1-3 ____
6. Critical reading exercises	1-2 ____
7. Materials of varying depth	1-3 ____
8. Techniques for study-type reading	1-4 ____
9. Common roots taught	1-2 ____
10. Common indexes taught	1-2 ____
11. Speed reading exercises	1-3 ____
12. Patterns of reading taught	1-3 ____
13. Extended dictionary skills taught	1-2 ____
14. Adult illustrations	1-2 ____
15. Vocabulary load (new) under 10 percent	1-5 ____

Rating: 35-40, Excellent 29-34, Good 22-28, Fair

ever, very few useful films that will help teach reading skills. Here are some films that can be used effectively at this and the next stage.

How To Read Newspapers	Coronet Films
How To Remember	Coronet Films
Improve Your Reading	Coronet Films
Build Your Vocabulary	Coronet Films
Find the Information	Coronet Films
Hi-Speed Reading	Learning Through Seeing Films
How Effective Is Your Reading?	Coronet Films
How To Read a Book	Coronet Films
How To Read Plays	Coronet Films
How To Read Poetry	Coronet Films
Propaganda Techniques	Coronet Films
Speeding Your Reading	Coronet Films
Harvard Reading Films	Harvard
Iowa Reading Training Films	University of Iowa

5 THE DEVELOPMENTAL STAGE

While all stages of reading—from illiteracy to mastery of the skill—are important, it is at this stage that the expansion of reading ability comes into full flower. By the time an adult reaches the developmental stage, he has the ability to read popular forms of adult literature and is generally competent to meet the reading requirements of his vocational and social responsibilities. At this stage, therefore, the adult emphasizes flexibility in reading rate, extension of vocabulary, refinement of critical reading skills, and the establishment of mature reading habits.

The upper limits of adult reading ability are unknown—limited, perhaps, solely by the individual's own potential. Few adults have attained their own upper limits, so the reading program at this stage should be of interest to every adult who has achieved the ninth-grade level or beyond. Without continuous use, the reading skills that have been acquired tend to grow rusty. Thus, almost every adult in a community can profit from a reading program at this stage from time to time.

TYPES OF DEVELOPMENTAL PROGRAMS

Developmental reading programs in public adult schools tend to follow three distinct patterns. These differ from one another in structure, skill emphasis, levels of difficulty of the materials used, and the length of time required to complete the program adequately.

The first is the *high school equivalency program,* which may be thought of as the core of the public school developmental reading activity. Often it is given for adult high school credit and is geared to adults with a reading level of nine or better. It also

serves adults who are high school graduates, but whose reading level has not achieved the degree of skill which they might find necessary for vocational or leisure reading purposes. Usually this program is designed for those with reading levels between 9 and 12.

The *preprofessional* or *precollege* reading program is the second type commonly found in public school adult education. This is designed for high school graduates planning to enter universities or technical and business schools who wish to enhance their reading ability by acquiring in advance the skills that will help them in their further education. For the most part, these tend to be young adults, and they are generally good students. They want to develop reasonable speed in useful academic skills, such as reference and study work. These programs are usually limited to the specific number of hours of instruction that the participants need to acquire adequate skill.

Finally, there are those programs designed for the *business* and *professional* people in the community who wish to enhance their reading ability by acquiring the kinds of skills suited to the needs of their jobs. This program tends to concentrate heavily on building speed in reading and efficiency in reading habits, and on increasing reading comprehension. Such skills are equally appropriate for recreational reading, and many adults participate in the program with this end in mind. Here too, the program is usually limited to a specific number of hours. By its nature, this type of program will attract people of widely varying backgrounds and experience, so it may be advisable to form groups for instructional purposes that are as much alike as possible with respect to age, educational level, social status, or experience.

TEACHING PROCEDURES

Different types of developmental programs will necessitate differing patterns of organization for teaching. The high school equivalency program will ordinarily follow the pattern of organization of the adult high school, with classes lasting a normal semester. The other two programs are less rigidly structured, with sessions meeting one or more times each week for a variable number of weeks, ranging from 8 to 16. Ten weeks, or 30 to 40 hours of instruction, are usually adequate.

TESTING

The use of tests at the developmental stage is generally helpful in determining reading level at the beginning of the instructional period, and for assessing progress from time to time. A desirable testing program would include three different tests, given both at the beginning and at the end of the instruction period. An additional test of reading rate should be given at the end of each four weeks of instruction. The tests in the following list are recommended.

1. The California Reading Test may be used as a power test when given untimed. This will indicate the highest level at which the student can read when the pressure of speed is removed. A careful analysis of the test should be made and a profile drawn. This profile will point out weaknesses in specific skill areas. The total grade placement on the test is of little value if there are wide discrepancies in the subscores, as these indicate areas of needed study.
2. The Nelson-Denny Reading Test should be timed and given according to directions. This will indicate what the student can do on difficult reading material with the limitations imposed by time. Vocabulary and comprehension scores should be computed and a total grade placement estimated.
3. The Van Wagenen Speed of Reading Test will indicate what the student can do on highly timed, easy material. Since this test does not provide for speed levels above grade 13.0, it will be necessary sometimes to estimate the reading levels of high scores. This can be done by counting off the intervals equivalent to tenths of a grade. An alternative to this test is the Minnesota Speed of Reading Test.

Ideally, of course, the grade placement scores on each of the three tests should come close to those achieved on the other two; but this is not always the case, and it is necessary to know how to interpret the scores in order to reconcile differences in total grade placement. The following generalizations may help in the interpretation of scores and in reconciling discrepancies among test scores.

A student whose primary problem is an inadequate reading rate will show a grade placement score on the Nelson-Denny and Van Wagenen tests significantly below his score on the California Reading Test.

Inflexibility of rate—that is, the inability to adapt reading rate to the level of difficulty of the material—may be indicated by a

significantly lower grade placement on the Van Wagenen Test than on the Nelson-Denny Test. This tends to happen when the person is a one-speed reader.

A wide disparity between vocabulary and comprehension scores indicates a deficiency in basic vocabulary when the comprehension score is higher. It also shows skill in determining the meanings of strange words from context. A higher vocabulary than comprehension score, particularly on the California Reading Test, calls for an analysis of that section of the test responsible for the low score. Deficiencies in ability to follow directions or reference skills may account for the differences.

A student whose total vocabulary score on the California test is higher than that on the Nelson-Denny Test may be competent in one or two vocabulary areas, such as mathematics or science, but lacking in general vocabulary. An analysis of the scores of the subsections will aid in determining whether high proficiency in one area has obscured low performance in another.

As the teacher becomes more familiar with the tests and their manuals, his skill in interpreting them will increase. In order to insure that instruction is based on the real needs of the student, careful test analysis is necessary.

In addition to the tests mentioned above, a study skills test may be included for the adult high school and precollege groups. This may aid in locating difficulties in reference skills and point ways toward correcting these difficulties.

There is a wide variety of available tests that are useful in the developmental stage. The tests in the following list are among those found to be the most useful.

1. California Reading Test, Advanced, Forms W, X, Y, Z—California Test Bureau
2. Minnesota Speed of Reading Test—University of Minnesota
3. Cooperative Reading Test, College, Forms R, S, T, Y, Z—Educational Testing Service
4. Nelson-Denny Reading Test (Revised)—Houghton Mifflin (Note: Adult norms are provided—reading rate section is poor—omit it.)
5. Van Wagenen Rate of Reading Test, Forms 1, 2, 3—Van Wagenen Psycho-Educational Laboratories
6. Study Skills Tests
7. California Study Methods Survey—California Test Bureau

8. Survey of Study Habits and Attitudes—Psychological Corporation
9. Spitzer Study Skills Test—World Book.

The value of tests depends upon the use that is made of them. In the adult program, tests are not to be used as devices to "grade" the participants. They serve to diagnose areas of difficulty so that special attention can be concentrated on underdeveloped skills. They also stimulate the interest of the participant by providing him with a continuing measurement of his own progress and achievement.

It is never wise to use tests to compare one adult with another, nor to compare adult achievement with comparable achievement of high school or college students. If tests are used improperly, they can discourage the adult and prompt him to abandon his efforts at self-improvement.

INSTRUCTIONAL TECHNIQUES

The developmental stage covers a wide range in reading ability, purposes, and special interests. The whole gamut of reading skills should be developed in all students, but the emphasis on particular skills will depend upon the immediate needs of the group.

In this section, a few techniques are offered to extend and improve vocabulary skills, rate of reading skills, and comprehension skills. Many of the techniques suggested in Part 4 will be useful at this level when used with more difficult material.

To extend vocabulary skills (review Part 4)—

1. Have the students find specialized words and write each one, with the sentence in which it appeared, on one side of a 3″ x 5″ file card and its definition on the other side.

   EXAMPLE:

   Front of card—The material was phytogenic.
   Back of card—phytogenic: of plant origin

2. Have the students skim a selection for new words, guess their meanings, and then look up their meanings.
3. Have the students note the mood of a selection, guess the meaning of unusual words, then look them up.
4. Have the students match phrases which include unusual words.

EXAMPLES:

trying to proselytize	to coin into money
monetizing for a living	attempting to convert

5. Have the students infer word meanings.

EXAMPLES:

octagon—octa (eight) and gon (angle)
meaning—a figure having eight angles and eight sides

6. Have the students group words according to derivation.

EXAMPLES:

manse, mansion, manor
barbule, barber, barbicel

7. Have the students change the words into other parts of speech by changing suffixes.

EXAMPLES:

victim—noun	exclude—verb
victimize—verb	exclusive—adjective

8. Present many meanings for a word and have the students find the meaning that fits the word in various contexts.

EXAMPLES:

run—to go rapidly; to be a candidate; to flow; to unravel

He runs to the bus stop every morning.
He is running for president of the club.
The blood ran profusely from the wound.
There was a run in the sweater.

9. Have the students utilize homonyms in sentences.

EXAMPLES:

The reins were soaked by the rains.
The 10-cent fare was a fair price.

10. Have the students find abbreviations, such as L., n., v.i., and Fr., in their dictionaries and explain them.

EXAMPLES:

L.—means derived from Latin
v.i.—means verb intransitive

To increase rate of reading—

1. Have the students read a selection word by word, by covering the rest of the sentence with a file card. Test on the material read.

Using another selection of the same readability, have them read by phrases and idea groups. Test again and discuss differences.

2. Have the students identify transitional expressions which serve to warn them to decrease or increase speed.

3. Have the students find words that indicate a similar idea is coming (like, and, more, moreover, also, likewise, etc.).

4. Have the students find words that indicate a change in the direction of the writer's exposition (but, yet, however, still, although, etc.).

5. Have the students find, while timed, the main divisions of a long article.

6. Teach the students the "whole-page technique." Tell them just to look at the whole page—or upper half, etc. Have them underline, at 3-second intervals, dates, names, etc., which answer questions you ask.

7. Delete the key words in paragraphs and have the students note the pattern of occurrence of key words.

8. Have the students observe each other's eyes as they read easy material, and count the number of fixations per line. Explain that the eye movements indicate how fast they read.

9. Have the students draw a line down the center of a page. Read off phrases at about 3-second intervals. The phrases should be slightly off center and at intervals of three to seven lines.

To improve study reading—

1. Using difficult paragraphs and selections, have the students answer the questions: "What is the author talking about? What does he say about his subject?" Discuss whether the answers are too broad or too narrow.

2. Have the students identify the writer's approach. (See Part 4; add inductive and deductive patterns.)

3. Have the students decide what point the author is making and discuss how he makes his point.

4. Have the students convert headings and subheadings into questions, read the section to find the answers to the questions, and underline the answers.

5. Have the students underline the most important ideas in red and the supporting details in blue.

6. Have the students group similar ideas together and demonstrate how this aids them in remembering the ideas. Do the same with contrasting ideas.

7. Have the students read and make a mental outline of what they read. Have them write the outline at the conclusion of their reading and use it as the basis for a summary.

8. Have the students read difficult paragraphs to find the denotation (exactly what the author is saying) and the underlying connotations.

9. Explain the function of analogies and ask the students to find analogies and to explain why and how the author used them.

10. Put on a demonstration of two executives clearing their desks of printed material. One executive is a versatile reader, the other a plodder. Have the class abstract similarities and differences. The same thing can be done with two students attacking homework assignments.

To improve critical reading skills—

1. Have the students take the Watson-Glasser Critical Thinking Appraisal, Form Am. Discuss the test and at the next session, give Form Bm.

2. Have the students watch for omissions, inaccuracies, and repetitions in writing and guess why they occur.

3. Demonstrate how the meaning of an article can be changed by changing the punctuation.

4. Have the students find similes and metaphors and explain why the author used them.

5. Have the students answer the question: "What type of person would have you believe this?"

6. Have the students delete modifiers and reread the selection.

7. Have the students decide what they think the motives of the author are.

8. Have the students decide to what type of audience the author is appealing.

9. Have the students decide to which of their needs the author is appealing.

10. Have the students analyze advertisements for subliminal advertising and depth motivation techniques.

READING MATERIALS

The selection of reading materials will differ appreciably for the three types of programs. For the adult high school program, one basic text is often desirable, with supplemental material used to

help overcome specific weaknesses. With the remaining two types of programs, materials selected to provide variety in levels of difficulty, drill type exercises, and depth can be used by the entire group.

INSTRUCTIONAL MATERIALS

There are many fine instructional materials designed for the developmental stage. The following are recommended for the adult high school group:

Standard Test Lessons in Reading, Book E	Teachers College
Study Type Reading Exercises	Teachers College
Words Are Important	Hammond
Practices in Reading and Thinking	Macmillan
Problems in Reading and Thinking	Macmillan
Study Successfully	McGraw-Hill
Reading Skills	Prentice-Hall
Developing Your Vocabulary	Science Research
How To Become a Better Reader	Science Research
How To Study	Science Research
S.R.A. Reading Books II & III	Science Research
S.R.A. Reading Laboratory, Secondary	Science Research
Reading Improvement Series, Book T	Van Wagenen
Better Reading and Study Habits	World Book

These are recommended for the preparatory group (*) and for the professional group (**):

*Toward Better Reading Skill	Appleton-Century
*Study Type Reading Exercises, College Level	Teachers College
*College Reading Manual	Crowell
*Effective Reading and Learning	Crowell
*Words Are Important, Books 2, 3, 4	Hammond
*An Approach to College Reading	Holt
*A College Developmental Manual	Houghton Mifflin
*The Improvement of College Reading	Houghton Mifflin
*The Art of Efficient Reading	Macmillan
*How To Study	McGraw-Hill
*Practical Word Study, Books A & B	Oxford
*Concerning Words	Prentice-Hall
*College Remedial Reader	Putnam's
*Better Reading in College	Ronald
*Better Reading	Scott, Foresman
**Improving Reading Ability	Appleton-Century
**How To Read Better and Faster	Crowell
**Vocabulary Workshop	Harcourt, Brace

**The Techniques of Reading	Harcourt, Brace
**Selections for Improving Speed of Comprehension	Harvard
**Efficient Reading	Heath
**Toward Better Reading Comprehension	Heath
**Increasing Reading Efficiency	Holt
**Reading Improvement for Adults	McGraw-Hill
**Breaking the Reading Barrier	Prentice-Hall
**Power and Speed in Reading	Prentice-Hall
**Read Faster and Get More From Your Reading	Prentice-Hall
**Reading and Vocabulary Development	Prentice-Hall
**Watson-Glasser Critical Thinking Appraisal, Forms Am, Bm	Psychological Corporation

INDEPENDENT READING

It is important that we encourage the participant in the developmental reading program to use his growing reading skill on quality materials. He should be ready to read the better magazines and the popular books for his own education and enjoyment by the time he is well along in the program.

Encouraging quality reading is not easy. An informal approach is usually better than a direct hard sell. If copies of some of the better books and magazines are available, the adult can be introduced to them casually. Where appropriate, selections from such materials can be made a part of the group reading activity.

By improving reading habits through the wiser selection of better quality materials, we are performing our task as adult educators more effectively. Improving reading skills alone is not enough if we fail to introduce the adult to better materials that will challenge him constantly to use the skills he has acquired.

READABILITY

The reading level of materials at this stage needs checking just as much as those used at early stages. One twist here is that you might need to search for materials with more difficulty rather than less! At any rate, another form to help test readability is on page 61.

MACHINES

In the modern age, when there is a machine to perform almost every task, many people recommend strongly the use of various

Form IV—Developmental Stage

1. Author's background	1–2 ____
2. Adult interest level	1–4 ____
3. Perception exercises	1–2 ____
4. Patterns of reading and writing	1–3 ____
5. Materials of varying depth	1–3 ____
6. Semantic exercises	1–3 ____
7. Speed reading exercises	1–3 ____
8. Skimming exercises	1–3 ____
9. Roots and affixes taught	1–2 ____
10. Reading research tools taught	1–2 ____
11. Critical reading techniques	1–2 ____
12. Extended dictionary usage	1–2 ____
13. Varied subject matter	1–4 ____
14. Over 300 pages	1–3 ____
15. Test included	1–3 ____

Rating: 35–40, Excellent 29–34, Good 22–28, Fair

mechanical devices and teaching machines for the reading program. The true influence and value of these devices and machines have not yet been tested adequately. A well-trained instructor supplied with adequate materials can do a better teaching job than machines can provide. Public school adult education programs are better advised to build good libraries, acquire files of suitable selected materials, and train instructors adequately than to acquire machines and similar devices.

The main value of these devices is that they help to motivate the student and to demonstrate to him that he can read faster if he wants to. The machines are useful in conditioning the student to read at a faster rate, and in breaking such habits as regression movements and vocalization. The several reading accelerators or reading boards act as a "conscience." They aid in making the student read faster even though it is uncomfortable, and they have the advantage of being self-operative so that they can be used independently. Reading boards introduce one danger, however: The student may develop the habit of reading difficult materials at the same rate of speed at which he reads easy materials. Of course, proper instruction on the correct use of the machines is necessary.

The several film approaches to reading are of most value to untrained teachers, to teachers involved in teaching large groups, or to teachers conducting television courses. Tachistoscopes, on the other hand, are of doubtful value and their use is not recommended.

Here are some of the more popular devices. However, only those starred are recommended by the authors.

*A.V.R. Rateometer	Audio-Visual Research Company
Controlled Reader	Educational Developmental Laboratories
Keystone Tachistoscopic Outfit	Keystone View Company
*PDL Perceptoscope	Perceptual Development Laboratories
Shadowscope Reading Pacer	Lafayette Instrument Company
S.R.A. Reading Accelerator, Model 11B	Science Research Associates
Timex	Educational Development Laboratories

The role of the teaching machine in the immediate future appears already to have been determined. Teaching machines will take many forms, but the program or course of study is the important thing, whether the machines cost fourteen dollars or fourteen hundred dollars. Programs have already been developed for vocabulary improvement and both a junior and senior high school reading course will be marketed shortly. Whereas mechanical devices such as projectors and tachistoscopes provided a means for mass teaching, the trend is now toward developing programs of study, both for machine and workbook usage, which provide an excellent means for individualized reading instruction.

CONCLUSIONS AND IMPLICATIONS

As we learn more about teaching adults to read, success appears to depend upon certain essential elements. The adult himself must be aware of his reading deficiencies; he must have a genuine desire to learn to read or to improve his reading ability; he should understand the factors involved in reading efficiently; and he must be willing to devote the time and attention necessary to develop his reading skill. In order to fulfill these obligations, he will need specific information in two areas: He should be informed quite frankly as to what he can expect in terms of im-

provement, and he needs specific direction in developing study skills and outside work habits to assure his progress.

When working with adults, teachers must disregard the familiar, traditional concept of reading improvement which envisions one grade level of progress for each year's work. The adult is not an overgrown child. His potential is great enough so that proper motivation, under conditions designed for him as an adult, will produce a rate of learning which has little in common with that of a child. Then too, his previous experiences far exceed that of a child. For example, a normal child of eight has a mental age of eight years, while a normal adult of 25 will have a mental age of 16 or better. Even a subnormal adult of 25 will have a mental age of 12 or more. In view of this, we can expect the adult student to learn at a rate much faster than that anticipated in a child of the same mental age.

A conservative estimate of expected progress for the normal adult is one year's progress in terms of grade level for each 40 to 60 hours of systematic instruction. Since adults, like children, vary in intelligence, motivation, and time available to devote to study, this estimate will need to be modified in individual cases.

An understanding of his expected progress, and what needs to be done to fulfill it, is the first step for the adult reading student. Once he has accomplished this, learning study skills and techniques of becoming an effective student must follow. Emphasis on specific study techniques will, of necessity, vary according to the level on which the student is working. By the time he has reached the developmental, or ninth-grade reading, level, he should have mastered such fundamental study techniques as outlining, summarizing, and the use of basic reference tools. The importance of efficient, independent work habits cannot be overstressed at any stage of the reading program.

Every teacher is a reading teacher, for each subject requires specific reading skills. These techniques, then, should also be taught by content area teachers. A motto might be: Instead of telling the students to read, tell them what to read and how to read it.

The adult's ability to learn the following attitudes and skills will enter into his development of reading efficiency:

1. *Giving the printed word the attention it deserves* according to the value its message has for him
2. *Keeping in mind his purpose* for reading while he reads
3. *Organizing his reading* in terms of time available, on and off the job
4. *Classifying his reading* by areas and reading in one area only for a block of time, such as one hour
5. *Previewing* before he reads and discarding materials useless to him
6. *Paraphrasing* such materials as directives, questions, and technical articles in an area containing information new to him
7. *Underlining key words* and sentences in work-type reading, such as business mail and directives
8. *Adjusting his speed* according to the difficulty and importance of the book, selection, paragraph, and even the sentence
9. *Reading the way he listens,* for ideas rather than for words
10. *Breaking himself* of the habit of going back over words and sentences during the first reading of a selection.

If the adult learns these attitudes and skills, he can be expected to continue to grow on his own long after he has left the structured learning situation of the classroom. This combination of self-direction and self-learning is, after all, the ultimate aim of adult education.

APPENDIXES

APPENDIX A

ADDRESSES OF PUBLISHERS

American Education Publications
Education Center
1250 Fairwood Avenue
Columbus 16, Ohio

American Technical Society
848 East 58th Street
Chicago 37, Illinois

Appleton-Century-Crofts, Inc.
35 West 32nd Street
New York 1, New York

A. S. Barnes & Company, Inc.
11 East 36th Street
New York 16, New York

Columbia University Press
2960 Broadway
New York 27, New York

Coward-McCann, Inc.
210 Madison Avenue
New York 16, New York

Arthur C. Croft Publications
100 Garfield Avenue
New London, Connecticut

Thomas Y. Crowell Company
432 Park Avenue South
New York 16, New York

Dodd, Mead & Company
432 Park Avenue South
New York 16, New York

E. P. Dutton & Company
300 Park Avenue South
New York 10, New York

Essential Books, Inc.
114 Fifth Avenue
New York 11, New York

Follett Publishing Company
1010 West Washington Boulevard
Chicago 7, Illinois

Garrard Press
510 North Hickory Street
Champaign, Illinois

Ginn & Company
Statler Building
Park Square
Boston 17, Massachusetts

Globe Book Company, Inc.
175 Fifth Avenue
New York 10, New York

Golden Press, Inc.
630 Fifth Avenue
New York 20, New York

C. S. Hammond & Company, Inc.
517 Valley Street
Maplewood, New Jersey

Harcourt, Brace & Company, Inc.
750 Third Avenue
New York 17, New York

Harper & Brothers
49 East 33rd Street
New York 16, New York

Harvard University Press
Publishing Department
Kittredge Hall
79 Garden Street
Cambridge 38, Massachusetts

D. C. Heath & Company
285 Columbus Avenue
Boston 16, Massachusetts

Holiday House
8 West 13th Street
New York 11, New York

Henry Holt & Company, Inc.
Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York 17, New York

Houghton Mifflin Company
2 Park Street
Boston 7, Massachusetts

Alfred A. Knopf, Inc.
501 Madison Avenue
New York 22, New York

J. B. Lippincott Company
East Washington Square
Philadelphia 5, Pennsylvania

Little, Brown & Company
34 Beacon Street
Boston 6, Massachusetts

Longmans, Green
& Company, Inc.
119 West 40th Street
New York 18, New York

Lothrop, Lee & Shepard
Company, Inc.
419 Park Avenue South
New York 16, New York

The Macmillan Company
60 Fifth Avenue
New York 11, New York

Macrae Smith Company
Lewis Tower Building
225 South 15th Street
Philadelphia 2, Pennsylvania

McGraw-Hill Book
Company, Inc.
330 West 42nd Street
New York 36, New York

David McKay Company, Inc.
119 West 40th Street
New York 18, New York

Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus 16, Ohio

William Morrow & Company, Inc.
425 Park Avenue South
New York 16, New York

National Association of Public
School Adult Educators
National Education Association
1201 16th Street, N.W.
Washington 6, D.C.

Noble and Noble Publishers, Inc.
67 Irving Place
New York 3, New York

Oxford University Press
417 Fifth Avenue
New York 16, New York

Prentice-Hall, Inc.
Route 9W
Englewood Cliffs, New Jersey

Public Affairs Press
419 New Jersey Avenue, S.E.
Washington 3, D.C.

G. P. Putnam's Sons
210 Madison Avenue
New York 16, New York

Random House, Inc.
457 Madison Avenue
New York 22, New York

Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York

Ronald Press Company
15 East 26th Street
New York 10, New York

Scott, Foresman & Company
433 East Erie Street
Chicago 11, Illinois

Charles Scribner's Sons
597 Fifth Avenue
New York 17, New York

Steck Company
Box 16
Austin 61, Texas

U.S. Government Printing Office
Washington 25, D.C.

Viking Press
625 Madison Avenue
New York 22, New York

George Wahr Publishing Company
316 South State Street
103-105 North Main Street
Ann Arbor, Michigan

Webster Publishing Company
1154 Reco Avenue
St. Louis 26, Missouri

Wheeler Publishing Company
161 East Grand Avenue
Chicago 11, Illinois

Albert Whitman & Company
560 West Lake Street
Chicago 6, Illinois

John C. Winston Company
Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York 17, New York

World Book Company
Harcourt, Brace and World, Inc.
750 Third Avenue
New York 17, New York

APPENDIX B

ADDRESSES OF FILM COMPANIES

Coronet Instructional Films
65 East South Water Street
Chicago 1, Illinois

Learning Through Seeing Films
P.O. Box 368
Sunland, California

State University of Iowa
Bureau of Audio-Visual Instruction
Iowa City, Iowa

APPENDIX C

ADDRESSES OF PUBLISHERS OF TESTS

California Test Bureau
Del Monte Research Park
Monterey, California

Educational Testing Service
20 Nassau Street
Princeton, New Jersey

The Psychological Corporation
304 East 45th Street
New York 17, New York

Science Research Associates
259 East Erie Street
Chicago 11, Illinois

Spitzer Study Skills Test
Harcourt, Brace and World, Inc.
750 Third Avenue
New York 17, New York

University of Minnesota Press
10 Nicholson Hall
Minneapolis 14, Minnesota

Van Wagenen Psycho-Educational
Research Laboratories
4549 Bloomington Avenue
Minneapolis 7, Minnesota

APPENDIX D

ADDRESSES OF SUPPLIERS OF SPECIAL READING DEVICES

Audio-Visual Research Company
531 South Plymouth Court
Chicago 5, Illinois

Educational Development
Laboratories
75 Prospect Street
Huntington, New York

Keystone View Company
Meadville
Pennsylvania

Lafayette Instrument Company
Lafayette
Indiana

Perceptual Development
Laboratories
6767 South West Avenue
St. Louis 17, Missouri

APPENDIX E

BOOKS FOR TEACHERS

BETTS, E. A. *Foundations of Reading Instruction.* Revised edition. New York: American Book Co., 1957. 757 p. $7.50.

BRUNNER, E. DE S., and others. *An Overview of Adult Education Research.* Chicago: Adult Education Association, 1959. 279 p. $4.

CASS, A. W. *Adult Elementary Education.* New York: Noble and Noble, 1956. 275 p. $4.50.

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GRAY, W. *The Teaching of Reading and Writing: An International Survey.* Chicago: Scott, Foresman and Co., 1956. $3.

GRAY, W., and ROGERS, B. *Maturity in Reading: Its Nature and Appraisal.* Chicago: University of Chicago Press, 1956. 273 p. $3.

GRIFFITH, E. *Let's Help the Ten Million: Teacher's Manual.* U.S. Office of Education Project for Literacy Education. New London, Conn.: Educator's Washington Dispatch, 1950.

HARRIS, ALBERT J. *How To Increase Reading Ability.* Fourth edition. New York: Longmans, Green and Co., 1961. 624 p. $6.

KIDD, J. R. *How Adults Learn.* New York: Associated Press, 1959. 333 p. $4.75.

LADO, ROBERT. *Annotated Bibliography for Teachers of English as a Foreign Language.* U.S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1955, No. 3. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1955. 224 p. $.65.

LAUBACH, FRANK C. *Teaching the World To Read: A Handbook for Literacy Campaigns.* New York: Friendship Press, 1947. 246 p. $2.

LAUBACH, FRANK C., and LAUBACH, ROBERT S. *Toward World Literacy.* Syracuse, N.Y.: Syracuse University Press, 1960. 335 p. $4.75.

Literacy and Basic Elementary Education for Adults: A Selected Annotated Bibliography. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1961. 126 p. $.55.

MOORE, C. D., and HENDRICKSON, A. *Annotated Bibliography of Materials for Teachers of Americanization and Literacy Classes.* Columbus: Bureau of Educational Research and Service, The Ohio State University, 1958. 12 p. $.25.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL ADULT EDUCATORS. *Counseling and Interviewing Adult Students.* Washington, D.C.: the Association, a department of the National Education Association, 1959. 24 p. $.40.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL ADULT EDUCATORS. *When You're Teaching Adults.* Washington, D.C.: the Association, a department of the National Education Association, 1959. 24 p. $.40.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL ADULT EDUCATORS. *How Adults Can Learn More—Faster.* Washington, D.C.: the Association, a department of the National Education Association, 1961. 52 p. $.50.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Adult Reading.* Fifty-fifth Yearbook, Part II. Chicago: University of Chicago Press, 1956. 279 p. $3.25.

NEW YORK STATE EDUCATION DEPARTMENT. *Americanization and Adult Elementary Education Bibliography.* Albany: the Department, 1960. 28 p.

RICHARDS, CHARLES G. *The Provision of Popular Reading Materials.* Paris: United Nations Educational, Scientific, and Cultural Organization, 1959. 298 p. $3.

SHEFTER, HARRY. *Faster Reading Self-Taught.* New York: Pocket Books, 1958. 385 p. $.50.

SOUTHWEST READING CONFERENCE. *Techniques and Procedures in College and Adult Reading Programs.* Fort Worth: Texas Christian University Press, 1957. $2.25.

SPACHE, GEORGE D., and BERG, PAUL C. *The Art of Efficient Reading.* New York: Macmillan Co., 1955. 273 p. $3.

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STRANG, RUTH, and others. *Improvement of Reading.* Third edition. New York: McGraw-Hill Book Co., 1961. 426 p. $5.95.

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